



2015-2016

NEVADA ALTERNATE ASSESSMENT

OBJECT EXCHANGE LIST

GRADE 7

All accommodations used during the administration of the Nevada Alternate Assessment (NAA) should align with what the student receives in everyday, classroom instruction. An allowable accommodation on the NAA is the substitution of objects for pictures in the student response booklets. An Object Exchange List has been prepared indicating where real objects may be substituted. All objects listed are usually found in the classroom or school setting. Use your professional judgment about which objects will be safe and appropriate for use by your students (e.g., scissors, food).

Objects should be substituted with those that the student is familiar with and has had previous exposure. Objects can be of any type and size (e.g., any type of book such as a textbook, reading book, etc.). If specific objects are listed, an explanation is provided in the "Replacement Objects" column (e.g., a real flower of any kind, and an artificial flower of any kind). For numbers, letters and/or simple images, see suggestions below for creating tactile adaptations. **Object substitutions are listed only if all stimulus pictures and/or response options within an item can be replaced with real or representational objects.**

Recommendations:

- Real objects are preferred for students with limited exposure to representational objects. Representational objects should be used only in situations in which the individual student has experience with or background knowledge of both the real and representational object.
- Shapes may be replaced with pattern blocks or created using cutouts from sturdy paper such as card stock/foam board. Fraction manipulatives or cutouts may be used for fraction items. The same shapes, blocks, and other objects may be used across all items as long as they match the description.
- Letters, words, phrases, symbols, etc. may be replaced with braille, pictures, symbols, and signs used in daily instruction as long as they match the exact content being assessed in the item.
- Yarn, puffy paint, and string are tools that can be helpful in making tactile adaptations in the classroom on things the student may use repeatedly. There are a number of additional ways to make tactile adaptations, such as using a sewing wheel on tracing paper or aluminum foil to create a raised line drawing, or writing on paper placed over a textured surface such as sandpaper or a screen.

Grade 7 Reading		
Item Set/ Item Number	Pictures	Replacement Objects (May be real/actual objects, plastic, or representation of objects)
Item Set 2.1 Item 2	<i>Stimulus</i> —t-shirt	Replace with real object.
Item Set 2.2 Item 1	<i>Stimulus</i> —scissors	Replace with real object. Please use judgment for safety and extreme caution if using real scissors with your student.
Item Set 2.2 Item 2	<i>Stimulus</i> —rock	Replace with real object.
Item Set 6.1 Items 1-2	<i>Response Options</i> — Symbols/Pictures showing various emotions	Replace with objects or tactile signs/symbols/pictures used in daily instruction for emotions.
Item Set 7.1 Item 1	<i>Response Options</i> — purse, baseball glove, backpack	Replace with real objects.
Grade 7 Mathematics		
Item Set/ Item Number	Pictures	Replacement Objects (May be real/actual objects, plastic, or representation of objects)
Item Set 1.1 Items 1-2	Blocks	Replace with blocks or counting materials utilized by student on a daily basis. Make sure to configure materials in the same manner as they are in the item. Materials may be placed directly on top of the pictures in the Response Booklet.
Item Set 1.2-1.3 Items 1-2	Numbers and/or operation symbols	Replace numbers and operation symbols with tactile numbers such as braille or magnetic numbers and symbols or counting materials utilized by the student in daily instruction.
Item Sets 2.1-2.2 Items 1-2	<i>Stimulus</i> —rectangles with perimeters	Replace with rectangle manipulative labeled with tactile number or counting materials. Or create a tactile adaptation using sewing wheel on tracing paper/aluminum foil, or paper over a textured surface to create a raised line drawing, or use a felt board with Velcro or shape cutouts, adding braille labels or tactile letters/numbers where appropriate.
	<i>Response Options</i> — numbers	Replace with braille or other tactile numbers used in daily instruction.
Item Set 2.3 Items 1-2	<i>Response Options</i> — numbers	Replace with braille or other tactile numbers used in daily instruction.
Item Sets 3.1-3.3 Items 1-2	Numbers	Replace with braille or other tactile numbers used in daily instruction.

Grade 7
Mathematics

Item Set/ Item Number	Pictures	Replacement Objects (May be real/actual objects, plastic, or representation of objects)
Item Set 4.1 Item 1-2	<i>Stimulus</i> – shapes <i>Response Options</i> – shapes	Replace with shape materials utilized by student on daily basis. Make sure to configure materials in the same manner as they are in the item. Materials may be placed directly on top of the pictures in the Response Booklet.
Item Set 4.2-4.3 Items 1-2	Numbers	Replace with braille or other tactile numbers used in daily instruction.
Item Sets 5.1-5.3 Items 1-2	Numbers and operation symbols	Replace with braille or other tactile numbers/operation symbols used in daily instruction.
Item Set 6.1-6.2 Items 1-2	<i>Stimulus</i> – line segment <i>Response Options</i> – letters	Use a sewing wheel on tracing paper or aluminum foil to create a raised line drawing, place paper over a textured surface, Velcro on a felt board, or wiki sticks adding braille labels or tactile letters/numbers where appropriate. Use a button or bead for the point paired with tactile label (braille, etc.).
Item Set 6.3 Items 1-2	<i>Stimulus</i> – x and y-axis with a slope line	Place raised lines on the graphs using a sewing wheel on tracing paper or aluminum foil to create a raised line drawing, place paper over a textured surface, Velcro on a felt board, or wiki sticks adding braille labels or tactile letters/numbers where appropriate. Make the line of the slope a different texture or thickness than the x and y-axis lines.
Item Sets 7.1-7.2 Items 1-2	Number sentence with variable	Make sure to configure materials in the same manner as they are described in the “Teacher will” section of the test booklet. Replace numbers/letters and operation symbols with tactile numbers such as braille or magnetic numbers/letters and symbols that are utilized by the student on a daily basis. Materials should be placed directly below the equation in the Response Booklet.
Item Set 7.3 Items 1-2	Number sentence with variable	Replace numbers/letters and operation symbols with tactile numbers such as braille or magnetic numbers/letters and symbols that are utilized by the student on a daily basis. Make sure to configure materials in the same manner as they are presented in the item. Materials may be placed directly below the equation in the Response Booklet. Counting blocks should not be used.